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ABSTRACT

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time together to help break the cycle of poverty and illiteracy. This progress report describes the Even Start program in Colorado, and includes evaluation questions and methods. The report presents evaluation findings from the 2000-2001 year of implementation, including information on educational gains of adults and children, parenting goals, self-sufficiency goals of families, and cost effectiveness of the program. Key findings of the program evaluation include the following: (1) there were some decreases in family outcomes as compared to the 1999-2000 year in the areas of family program attendance, parents continuing education beyond high school, preschoolers' enrollment in preschool programs in addition to Even Start, parent employment, and families leaving welfare rolls; (2) the GED pass/high school graduation rate was 53 percent, the highest for the past 4 years; (3) 93 percent of eligible teen parents graduated from high school; (3) the percentage of Even Start children promoted to the next grade level in the primary grades has remained at 90 percent or above for the past 4 years; (4) public school attendance increased this year compared to the last 2 years; and (5) the average cost of serving an Even Start family fell below the national average from 3 years ago. The report's 3 appendices contain the 2000-2001 progress report data collection form, list the state performance measures and 2000-2001 outcomes, and give contact information for each Colorado Even Start program. (Contains 15 references.) (KB)

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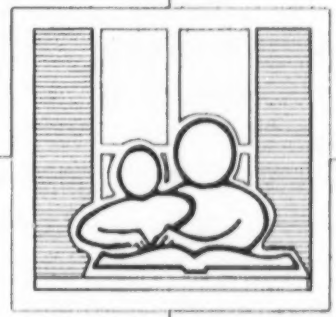

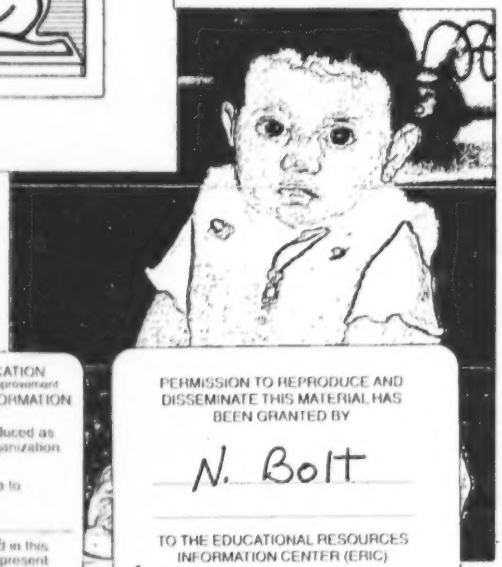

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2000–2001 Progress Report

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This report is available online at <www.cde.state.co.us/cdecare/evenstart.htm>.

COLORADO EVEN START

2000–2001 Progress Report

Prepared by Beckie Anderson
for the Colorado Department of Education

Key Findings

In 1997, the Colorado Department of Education recruited an evaluator to coordinate a statewide evaluation of the **Even Start** Family Literacy program, including evaluations of individual programs and assessment of state-level impact. The following are key findings based on data collected over the last four years from the Colorado **Even Start** programs.

- This year statistics reveal some decreases in family outcomes as compared to last year. These decreases occur in the areas of family program attendance, parents continuing their education beyond high school, preschoolers' enrollment in a preschool program in addition to **Even Start**, parent employment, and families leaving welfare roles. Statistics that showed continued improvement or that remained high are described below.
- None of the family outcomes followed for this report has shown a steady decrease over the past four years.
- This year, the GED (General Education Development) pass/high school graduation rate was 53%. This is the highest rate recorded for the past four years. The rates for the previous two years were 35% and 38%.
- Fourteen teen parents served by **Even Start** were eligible for graduation. Thirteen of these teen parents, or 93%, graduated from high school. This total number surpasses last year's rate of 77%.
- English Language Learners comprised 64% of the adults served. Last year, 59% of participating adults were English Language Learners.
- This year, 90% of **Even Start** children in the primary grades (K–3) were promoted to the next grade-level. This statistic has remained at 90% or above for the past four years.
- For the first time this year, data were gathered about how many primary-grade children were performing at or above grade level or demonstrated one year's growth in literacy skills within one year. Results show that 75% of children served were in this category.
- Public school attendance, one predictor of educational achievement, increased this year as compared to the last two years for children in **Even Start**. Ninety-five percent of children in the primary grades attended school 80% or more of the time. Last year, 87% of **Even Start** children's attendance was 80% or more. The previous year the figure was 75%.
- Data were gathered about parents' attainment of parenting skills, for the first time this year. The most demonstrated skill for parents of infants was exposing the children to books (83%), while for parents of primary-grade children it was shared reading (69%).
- This year, the average cost of serving an **Even Start** family (figuring only federal funds) fell below the national average from three years ago and was $650 per family less than last year's cost.
- Four children were returned to their families from foster homes this year. Although this is a small number compared to all the children served by **Even Start**, the impact on family relationships is tremendous. Also, $52,000 tax dollars were saved this year because these four children are no longer in out-of-home placement. Over the previous three years, five children were returned to their families from foster placement.

An Even Start Program Snapshot

Laughing and talking, a dozen women sit around a large table. One is holding a newborn baby. Others take turns holding the baby. The room smells of food and coffee. A table in the corner is filled with freshly baked treats supplied by the women.

With leadership of two of the women (the program staff), the group begins working. They are creating life time-lines as a basis for autobiographies they will be writing. The teachers refer to a sample time-line displayed on the wall. They discuss significant events the women may want to include such as their earliest memories, births and deaths of family members, and school-related transitions (e.g., moving to a new school). One teacher says that significant memories of their interactions with parents or caregivers are especially important. She reminds them that they will parent their children in the same way they were parented, unless they make a conscious decision to do otherwise.

The discussion is lively. The women are engaged in sharing examples of how they were parented. One woman talks about growing up in a chaotic family, describing how her family moved often and seldom had routines. She had very little she could count on. She stated that she wants life to be different for her two girls. She is trying to create traditions in which her children may participate year after year, establishing an emotional base and a greater sense of security.

The women travel many miles to get to this room, which is also the music room at Fort Lewis Mesa Elementary School. The school is 20 miles from Durango on a high prairie with scattered houses visible. In this rural area, the school is a center of community activity. The school library is also a public library that is open several evenings a week. The building is opened evenings and weekends for recreational activities.

The women begin to work quietly on their writing. They all have large three-ring notebooks, or portfolios, which are records of the literacy and parenting work they have done in the program. The notebooks include PACT (Parent and Child Together) journals: the women's reflections on time spent with their children in the children's classrooms. The mothers go into their children's classrooms at times prearranged with teachers so they may interact with and support their children.

Darlene quietly leaves to go into her son's third-grade classroom for PACT. She has explained that her son struggles with math. Consequently, Darlene goes to support him during his math lesson. She often reviews concepts with him after the teacher presents the lesson, asking her son questions to make sure he understands. Today the class is working on graphs. As the teacher explains the assignment, a child turns to Darlene and says, "I would love it if my mom or dad would come to my class." After 30 minutes, the students get ready for recess and Darlene returns to the Even Start room.

Lessons Learned from Even Start Veterans

The above description comes from observations of the Southern Ute Community Action Program (SUCAP) Even Start. This program provided eight years of family literacy services in the Durango area from 1993 to 2001. Three staff members, who were a part of the program for seven years or more, were interviewed in the spring of 2001. The quotations throughout this document come from this interview. The following lessons summarize the information these individuals shared and highlight their experience.

1) A family literacy program is almost entirely relationship-based.

2) Qualifications and qualities of staff members are key to the success of a program. It is essential for personnel to have strong interpersonal skills.

3) Programs are best provided when located in school buildings; such locations help to build effective connections between parents and schools.

4) Children's services should be provided for all ages (birth through age seven) to allow for full family participation and coordinated services.

5) Classroom PACT requires time-intensive training and planning with parents and teachers. The results are well worth the effort.

An **Even Start** family literacy program is an integrated adult-education, early-childhood, parent-support program as well as a service that facilitates parents and children spending time together in literacy activities. This Progress Report provides information on educational and self-sufficiency gains made by **Even Start** families in Colorado over the past four years. It includes a cost-benefit analysis comparing the expense of providing **Even Start** services to tax dollars saved through families' reduced needs for services, and through increased tax revenue from parents obtaining jobs. The report ends with a look toward the future for **Even Start** and family literacy in Colorado.

The Efficacy of Family Literacy

Research repeatedly demonstrates the connection between children's educational success and parents' level of education. Lance states, "One of the strongest predictors of an individual's level of educational attainment—perhaps the strongest predictor—is their parents' level of education attainment" (1999).

As part of a longitudinal study of kindergartners, researchers found children's performance in reading, mathematics, and general knowledge increased with the level of their mothers' educations (West, Denton & Germino-Hausken, 2000). These researchers also found that home activities such as reading to the child or interacting through play, which related to a child's school preparedness and chances for later success in school, varied by the level of the mother's education. The number of kindergartners read to every day increased according to the number of years of their mother's education.

In an annual report funded by the U.S. Department of Health and Human Services (1999), researchers reported that grade retention (repeating a grade) varies by maternal education. The highest percentage of children who repeated a grade was among children whose mothers did not complete high school. Researchers also found that children's reading habits varied by parents' educational level. In 1996, 13 year-olds whose better-educated parents had some education after high school were more likely to read for fun than students whose parents had no education beyond high school.

In *The Condition of Education 2000*, researchers looked at student effort and academic progress. They found, according to teachers' reports, that children's approach to school varied by mothers' education levels. Children of mothers with higher levels of education were perceived by teachers as more likely to persist at tasks, to be eager to learn, and to pay attention often or very often, as compared to children whose mothers had lower levels of education.

Student absenteeism, which is associated with poor achievement in school, has also been related to parents' education level. The U.S. Department of Health and Human Services (1999) found that absences from school were highest for students whose more-educated parent had less than a high school education. Health and Human Services substantiated this relationship for 8th grade and 12th grade students.

Research on the characteristics of people living in poverty supports the importance of parent education. Lance (2000) reported that low levels of parental education are more often associated with a higher poverty rate than other family characteristics such as race/ethnicity or family type. He also found that improvements in parental education are associated with the greatest reduction in poverty rates.

All of this research builds a case for the need to recognize the intergenerational impact on learning and education. It suggests that educational intervention with individual children may not be as effective as intervention with children and their parents. Research-based intergenerational ties establish a foundation for the family literacy program model. The model sets up interventions to address the educational needs of both parents and children, as well as the need for parents to interact with their children.

Related research supports the importance of specific components of family literacy programming. Hayes (1999) found that well-implemented **Even Start** programs retained approximately 25% more adults until the end of the program than adult education programs, which focused solely on adults and did not provide services for children.

Research on the effects of children enrolled in preschool programs has repeatedly demonstrated the benefits of quality early childhood education. The High/Scope Perry Preschool Study, the longest and most intensive follow-up study of program effects, found that the comprehensive preschool experience led to children's increased commitment to school, better relations with friends and neighbors, greater adult economic success, lower participation in criminal activity, and fewer teen pregnancies for girls (Schweinhart, Barnes & Weikart, 1993).

Hayes (1999), looking specifically at quality **Even Start** programs, reports that families enrolled in family literacy programs "change the patterns of language used in the home to be more consistent with patterns shown to be related to later school success of children" (p. 7). Families showed significant improvements in the amount

of shared reading by parents and children, the variety of reading and writing activities, and time spent discussing the children's activities.

Hayes (1999) also found that parents participating in well-implemented **Even Start** programs made significant increases in the types of literacy activities they used to support their child's education, such as helping their child with homework, reading with their child, talking with their child's teachers, going to school activities, and volunteering at school. The same parents also made significant improvements in their self-concepts as demonstrated through changes in how they viewed the importance of their roles as parents.

Taken together, this research supports the effectiveness of the **Even Start** family literacy program model, as well as each of the four program components that are integral to the model.

The Background of Even Start

The purpose of **Even Start**, as outlined in federal legislation, is to help break the intergenerational cycle of poverty and illiteracy by improving educational opportunities for low-income families with limited education. To accomplish this goal, the legislation requires **Even Start** programs to provide the integrated four-component model of family literacy, including early childhood education, adult literacy or basic education, parenting education and support, and interactive literacy activities between parents and their children.

Even Start is funded through the U.S. Department of Education under the Elementary and Secondary Education Act, Title I. Title I is the largest federally funded program designed to provide educational services for elementary and secondary students.

Even Start, which is Part B of Title I, is a small element compared to all other Title I programs. Federal funding for Part B **Even Start** is 1.7% of the total allocation for Title I.

National funding for **Even Start** this year totaled $250 million. These funds are allocated to state governments and distributed to local programs through competitive grants. In Colorado, **Even Start** is administered by a state coordinator, housed in the Center for At-Risk Education at the Colorado Department of Education.

Even Start programs often operate in collaboration with school-based Title I programs due to their common goal of providing educational services. In schoolwide Title I programs, where funds are used to support learning for all children, family-literacy services are often a part of the school's redesigned education plan. This year, Colorado **Even Start** programs were an integral part of 22 Title I schoolwide initiatives.

The Colorado State Legislature passed the Colorado Basic Literacy Act in 1996. According to the requirements of this act, Individual Literacy Plans (ILPs) must be jointly formulated by parents, teachers, and administrators for children in the primary grades (K–3) who are not reading at grade level. **Even Start** personnel across the state are assisting school districts with the development of ILPs. When **Even Start** children are not reading at grade level, **Even Start** staff becomes part of the resources delineated in an action plan.

Even Start Family Literacy Initiative Grant

In addition to the state allocation for funding and administering **Even Start** programs, Colo-

rado is in the second year of an **Even Start** Family Literacy Initiative Grant. The grant money, $250,000 for each of two years, is being used to build state-level capacity for family literacy in Colorado.

Through this grant, the Colorado Family Literacy Consortium was created. The Consortium is composed of members representing the Colorado Department of Education (including Adult Education & Family Literacy, Colorado Preschool Program, **Even Start**, Migrant Education, Prevention Initiatives, Regional Assistance Centers, and Title I), Colorado Department of Health and Human Services (Colorado Works/ Temporary Assistance for Needy Families [TANF]), Colorado State University, Focus Points Family Resource Center, Governor's Office (Head Start/State Collaboration Project), Head Start, Home Instruction for Preschool Youngsters (HIPPY), Metropolitan State College, Mid-Continent Research for Education and Learning, and Southwest Family Centers. Consortium goals are to improve the quality of family literacy programs in the state through increased accountability measures, quality training experiences, dissemination of information, and collaboration among state agencies.

Consortium activities have included the development of state Family Literacy Performance Measures. These measures, approved by the Commissioner of the Colorado Department of Education, are being used by **Even Start** programs as a means of self-monitoring, evaluation, and program improvement. The Consortium has distributed the measures statewide in order that other family literacy initiatives might use them as a voluntary accountability assessment.

The Consortium has sponsored multiple trainings across the state by specialists from the National Center for Family Literacy. These trainings have focused on **Even Start**, Head Start and Early Head Start personnel, human services professionals working with TANF recipients, and communities planning family literacy programs.

Consortium members developed a Colorado Family Literacy Website and established family literacy demonstration sites in Fort Collins and Trinidad. Trainings at the sites are being provided for communities that are in the planning process, as well as for other family literacy personnel throughout the state. This year mini-grants will be awarded to communities for developing initiatives to serve TANF recipients through collaborations between local **Even Start** programs and county Departments of Human Services.

Colorado Even Start Programs

"It's a hard job to provide such a comprehensive program. Our days are full, full full."

The number of high-risk children in Colorado has decreased by 45% over the past ten years. At the same time, the percentage of births to mothers who have less than 12 years of education has been increasing since 1995. Just under 20% of births in Colorado are in this category (KIDS COUNT Census Data Online, 2000). This statistic spotlights the state's continuing need for family literacy services.

The most common type of **Even Start** service in Colorado is a center-based program in which services are provided in a location, such as a school, where families come to participate. A typical session includes instruction time for parents in adult basic education (ABE), General Education Development (GED) exam preparation, English as a Second Language (ESL) classes, or

job-skills training. Parents also participate in parent education and support activities. During adult education, the children are involved in an early childhood education (ECE) component. Early childhood options range from children learning and interacting in a preschool setting to 'homework help' for children in the primary grades. At some point during the session, children and parents come to together for literacy activities in a component referred to as Parent and Child Together (PACT) time. This time often takes place in the early childhood room with activities initiated by the children. Sessions are usually held several times a week during the day or in the evening, depending on the needs of participating families.

Many of the Colorado **Even Start** program staff make regular home visits with participants to provide individualized literacy activities that address the unique needs of each family. If home visits are done in conjunction with center-based programs, they are typically scheduled once a month. In some programs, home visits are the primary way in which staff provides services and are provided more frequently.

Even Start programs serving teen parents enrolled in high school may also vary from the center-based model. Teen parents often take parenting classes from **Even Start** personnel for high-school credit. PACT can be part of these classes or part of home visits. Adult education is obtained through the high school courses in which the teen parent is enrolled.

During 2000–2001, there were eleven fully funded **Even Start** programs in Colorado. The programs were located in Colorado Springs, Commerce City, Cortez, Denver (two programs), Durango, Roaring Fork Valley, San Luis Valley, Trinidad, Westcliffe, and Windsor.

El Paso County Centers for Family Learning, the Colorado Springs program, is in its fifth year of **Even Start** funding. El Paso County School District 11 collaborates with El Paso County School District 2 and Community Partnership for Child Development (Head Start and the Colorado Preschool Program). Together these partners operate five family literacy sites in the county. One of the sites, at Pike Elementary School, serves single parents receiving TANF (Temporary Assistance for Needy Families) support. The program is provided through a partnership with the county's Department of Human Services.

The Commerce City **Even Start** Program has been operating for three years. Led by the Region II Migrant Education Program, this initiative partners with Adams County School District 14. Services are provided at Our Lady Mother Catholic Church in Commerce City. The program offers citizenship classes for parents who immigrate to the United States.

The Pinon Project in Cortez received a planning grant in 1997–98 and a full-implementation grant during each of the past three years. Working in partnership with the Southwest Board of Cooperative Services Adult Education Program, the Project provides **Even Start** programming at the Pinon Project Family Resource Center and Child Development Center in Cortez. The Child Devel-

opment Center offers 100 hours per week of care and educational services for at-risk children.

Metropolitan State College—Quigg Newton/ Focus Points **Even Start** Program received a planning grant in 1997–1998 and has been serving families for three years. The JMF Foundation serves as the fiscal agent in cooperation with Metropolitan State College. Program sites are in north Denver at Quigg Newton Homes, a federal housing project, and at Focus Points Family Resource Center in Five Points. Home visits are an integral part of this program.

The Southwest Family Centers **Even Start** Program has served families for three years. This program works through a partnership between Mile High United Way and the Denver Public Schools/Family Resource Schools. Family literacy services are provided at Munroe Elementary, Fairview Elementary, and Rishel Middle School in southwest Denver. The program coordinates with Mi Casa Resource Center for Women, which provides job training and job placement support.

Southern Ute Community Action Program (SUCAP) has served families through **Even Start** for eight years. La Plata County School District 9-R partners with SUCAP. Program sites are located at Fort Lewis Mesa Elementary in Fort Lewis Mesa, and Park Elementary and Entrada Alternative High School in Durango. The program is highlighted in this report (see page 3).

Colorado Mountain College, based in Glenwood Springs, in partnership with Roaring Fork School District RE-1, has operated the Roaring Fork Valley **Even Start** Program for four years. Program sites are at Glenwood Springs Elementary School, Colorado Mountain College's Glenwood Center, and the Colorado Mountain College Center in Rifle. The program primarily serves immigrants who have come to the Rocky Mountains to support the ski and tourist industries.

The San Luis Valley **Even Start** Program, La Llave, began with a planning grant and has provided family literacy services for three and a half years. The Alamosa School district works with the local campus of Trinidad State Junior College to support this initiative. Program services are offered in Alamosa, Monte Vista, and San Luis. These locations in the Valley are separated by a distance of 60 miles.

Trinidad State Junior College **Even Start**, located in Trinidad, has had an **Even Start** program for eight years. In collaboration with Las Animas County School District 1, it serves families at Trinidad State Junior College and at Corazon Alternative High School. This site recently became a family literacy demonstration site.

The Custer County Family Literacy Program received a planning grant in 1997–98 and has provided **Even Start** services for the past three years. The program is headed by the West Custer County Library District in association with Custer County School District C-1. The family literacy program is part of a family center located in Westcliffe whose services include **Even Start**, an early care and education program, and a home visitation program.

The Windsor Family Literacy Program received a planning grant in 1996–97, and is in its fourth year of **Even Start** funding. Headed by the Windsor School District (Weld County School District RE-4), the program operates in collaboration with Right to Read of Weld County. The program serves teen parents and their children through a partnership with the District high school.

Evaluation Questions and Methods

Questions for examining the progress of Colorado **Even Start** families were developed within the context of the national **Even Start** evaluation and local program evaluations. The *Colorado Even Start Progress Report* attempts to compliment the national and local evaluations. For example, the national evaluation includes all families who have participated in **Even Start**. The *Colorado Progress Report* only follows families who have participated in thirty hours or more of **Even Start** core services and, as such, is reporting on a subset of the families identified for the national evaluation. The report also reviews program costs and tax-dollar savings based on figures specific to Colorado.

Evaluation of **Even Start** programs in Colorado is completed in two ways. First, the Coordinator of Local Evaluations and local program coordinators conduct assessments of individual programs, focusing on program quality. Second, programs collect data on the accomplishments of their families. This program information is aggregated for an analysis of state-level impact.

Even Start federal legislation requires each state to design family literacy performance measures. These measures are to be used to monitor, evaluate, and improve **Even Start** programs. This year, for the first time, the ***Colorado Family Literacy State Performance Measures*** were incorporated into the evaluation process.

Local Program Evaluations

For the fourth year, local evaluations of **Even Start** programs have been coordinated through a statewide system. The following question guides this process:

- How can **Even Start** programs effectively support family gains in literacy and self-sufficiency?

Programs are evaluated on an every-other-year schedule. Peer assistance teams are a key feature of local evaluations. These three-member teams consist of the independent evaluator and a coordinator from each of two other **Even Start** programs in the state. Coordinators from **Even Start** programs not receiving a local evaluation participate twice as members of a peer assistance team. The same evaluator coordinated these teams and served as a team member for each local evaluation conducted this year.

The main activity of the peer assistance teams is a two-day site visit. During the visit, team members observe classes and activities in each of the four program component areas. Team members conduct focus groups with parents, staff, and collaborators, and review the program budget.

The *Guide to Quality for* ***Even Start*** *Family Literacy Programs* (Dwyer, 1997) is used as the key document in the local evaluation process for defining standards of effective **Even Start** programs. Staff members complete the *Guide to Quality's* self-assessment in three separate program areas, identified by the staff, prior to the team's visit. Team members complete the same assessment at the end of the site visit. Based on the observations, focus groups, and assessment results, team members develop commendations and recommendations for the program. These are presented and discussed during a final meeting with the program staff.

The final report for each program evaluation summarizes focus group information, observations, *Guide to Quality* assessments, participant success stories, and the commendations and recommendations from the peer assistance team. Program staff and team members review the draft

report and may negotiate changes prior to the report being submitted to the Colorado Department of Education.

Even Start personnel throughout the state have informally identified benefits of the peer-assistance teams. Team membership allows for a close analysis of an **Even Start** program, including the perspectives of parents and staff. Informal discussions during the visit bring about shared learning. Often coordinators identify ways to improve their own programs after being part of a peer-assistance team. The process also promotes the building of supportive relationships between staff members of different programs, thus strengthening the statewide **Even Start** network.

Programs that are not being evaluated also receive site visits. The Coordinator of Local Evaluations, the **Even Start** State Coordinator, and a member of the **Even Start** Committee of Practitioners conduct these visits. This structure provides an opportunity for the evaluator to review the program staff's progress in responding to the recommendations from the previous year's evaluation, and keeps the evaluator and the state coordinator abreast of other program changes.

Colorado Even Start Progress Report

The following questions guided the design of the *Colorado **Even Start** Progress Report*. They are based on the legislative goal of **Even Start** to expand educational opportunities for families and to break the cycle of poverty.

- ☐ What educational gains did adults make?
- ☐ What educational gains did children achieve?
- ☐ What parenting goals were met?
- ☐ What self-sufficiency gains did families make?

To provide useful information to the state Department of Education and the local programs themselves, the report also addresses these questions:

- ☐ How many families were served?
- ☐ How often did families attend **Even Start** programming?
- ☐ What was the cost of serving these families?
- ☐ What family changes brought about tax-dollar savings through decreased dependence on government services?
- ■ What family gains in employment resulted in increased tax revenues?

Program staff submitted data in August of 2001 for families served during the 2000–2001 program year. For the purposes of completing the data collection forms, program staff counted only those families who participated in 30 hours or more of **Even Start** programming. This total was to include a minimum of seven hours of participation in each of the **Even Start** core services: adult education, early childhood education, parent support, and parent/child interaction. The 30-hour threshold increases the likelihood that program effects are, in fact, being measured. Program staff members selected their own assessment instruments for measuring developmental levels of infants, toddlers, and preschoolers.

In order to assess progress on state performance measures, program staff also followed outcomes for families who participated in 300 or more hours of **Even Start** services and 100 hours of adult education. *Appendix A—Colorado **Even Start** 2000–2001 Progress Report Data Collection Form* is a copy of the actual protocol for 2000–2001 and includes data totals from the eleven **Even Start** programs. *Appendix B—Colorado Family Literacy State Performance Measures* is a copy of the state indicators which also details outcomes achieved during 2000–2001.

Evaluation Results

"Having a sense of humor in this job is important!"

National evaluation reports on **Even Start** consistently show that **Even Start** programs serve the intended population: undereducated, low-income families (St. Pierre, Swartz, Gamse, Murray, Deck and Nickel, 1995; Tao et al., 1998). These recognizable needs of participants, undereducation and low income, are addressed through the provision of core services provided by **Even Start**: adult education, early childhood education, parent support, and parent/child interactive literacy activities.

This report reviews changes in Colorado families participating in **Even Start**, but does not suggest that **Even Start** is the sole reason for these family changes. Numerous supports, formal and informal, work together for families. It is beyond the realm of this document to address all factors influencing Colorado **Even Start** families. Family changes and progress reported here are based on a family's participation in **Even Start** programming as one aspect of support in their lives.

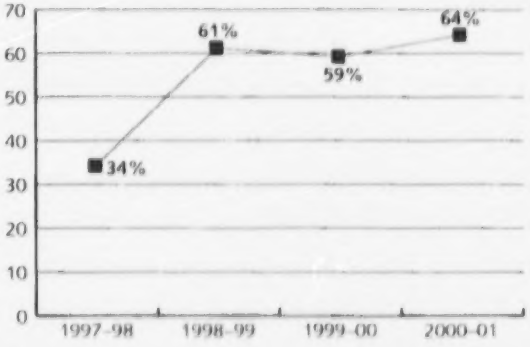
Who was served by Even Start in 2000–2001?

The Colorado Literacy Research Initiative (Lance, 1999) estimates that over 100,000 Colorado children live with a parent who does not have a high school education. In addition, over the past decade, Colorado has welcomed more than 12,000 immigrant children (Lance, 2000). Many of the families of these children are eligible for **Even Start** family literacy services.

Colorado **Even Start** programs served 389 families during the past year. This is an increase from the 365 families served last year. Families served this year include 402 adults, 219 infants, 204 preschool children, and 97 children in the primary grades (K–3).

Of the adults served this year, 13% were teen parents. English Language Learners made up 64% of the adults served. This figure is an increase from last year when 59% of adults served were English Language Learners (ELL). In fact, over the past four years the number of adults participating in ELL has almost doubled (Refer to Chart 1). Many of the English Language Learners served by Colorado **Even Start** programs are immigrants. The Colorado Literacy Research Initiative (Lance, 2000) reports that immigrants tend to be less educated and as a result are more likely to have low incomes.

Chart 1: Percent of English Language Learners Served by Even Start



How regularly did families attend Even Start programming?

"Personal relationships bring people back."

Forty-six percent of participating families attended 80% or more of **Even Start** core activities. This statistic shows a decrease in attendance from last year when the figure was 63%. In 1998–99, 48% of Even Start families attended 80% or more of the core activities.

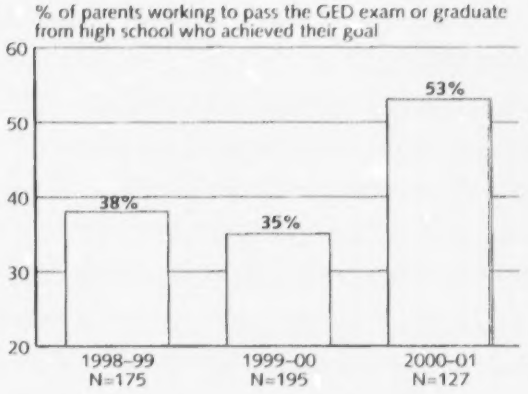
What educational gains did adults in Even Start make?

"There is inherent tension between the goals of parents and the goal of the program to have participation in all four components. It is hard for someone who is used to failing to meet goals slowly."

Parents seeking a GED or high school diploma: Focus groups conducted as part of the **Even Start** program evaluation process reveal that many parents decide to enroll in an **Even Start** program because of the desire to improve their own education. This year, 55% of **Even Start** parents set the goal of passing the GED exam or receiving a high school diploma (up slightly from last year's 52%). Successfully completing the GED exam means passing five subject-focused subtests: mathematics, reading, social studies, science, and writing.

Of the 113 parents working toward passing the GED exam this year, 48% began taking subtests and 48% completed a GED. Of the parents working to pass the GED exam and the teen parents working toward high school graduation, 53% achieved their goal. This statistic is much higher than the last two years, when 35% and 38% of parents passed the GED exam or earned a high school diploma (See Chart 2).

Chart 2: Even Start Parents Who Passed the GED Exam or Graduated from High School



Teen parents enrolled in **Even Start** programs often are enrolled in high school. **Even Start** staff provides these parents with support to help them stay in school and graduate. This year, 66% of **Even Start** teen parents enrolled in high school remained in school. This figure is less than last year's when 84% of teen parents stayed in school and the previous year's when 90% remained. Of the teens who remained, 14 were seniors and eligible for graduation. Thirteen of these teen parents, or 93%, graduated from high school. This figure surpasses that of last year when 77% of seniors graduated. The overall state high school graduation rate for 1998–1999 was 80% (KidsCount in Colorado!, 2001).

Parents who are English Language Learners: This year 64%, or 257 parents, in **Even Start** had a desire to improve their English language skills. Of these parents, 8% graduated from English as

a Second Language (ESL) instruction into Adult Basic Education (ABE). Although the actual number of parents remains small (last year 11% moved to ABE), this advancement is a significant step for English Language Learners. It demonstrates the parents' commitment to continuing their education and that their English language skills have become strong enough that they can begin to learn in English.

Parents who enrolled in vocational training or higher education: Enrolling in higher education is considered a meaningful step toward breaking the cycle of poverty. At a 7% average, the number of **Even Start** parents enrolling in higher education in Colorado is substantially lower than the national average of 65% of high school graduates, ages 25–29 (parents and nonparents), completing some college (U.S. Department of Health & Human Services, 1999). Last year, 9% of **Even Start** parents enrolled in education beyond high school.

Of the 87 parents eligible for higher education, one-third enrolled in, and 59% of these parents completed, a semester of higher education. Another 23% of parents with a GED or high school diploma enrolled in vocational training programs. Thus, over one-half (56%) of parents with a GED or high school diploma continued their education. This statistic is less than last year when 83% of eligible parents continued in higher education.

What educational gains did children in Even Start achieve?

"All parents share a common desire. We wake-up in the morning and we want our children to do well."

Infants and toddlers: This year, 89% of infants and toddlers participating in **Even Start** were functioning at age-appropriate levels of development. This percentage is lower than last year when 95% were at age level but an increase from two years ago when 82% of infants and toddlers were functioning at age-appropriate levels.

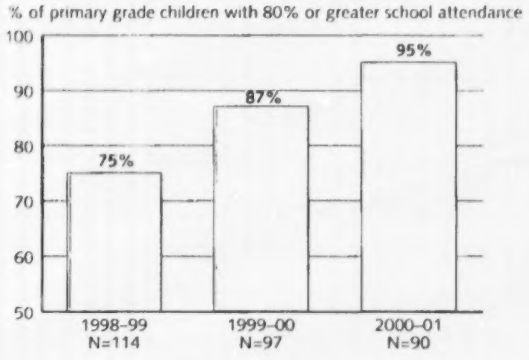
Preschoolers: This year, 72% of **Even Start** preschoolers were functioning at age-appropriate levels of development. Last year's figure was 82%.

Even Start personnel identified the number of preschoolers enrolled in early childhood education programs. This year 45% of all **Even Start** preschool-aged children were enrolled in early childhood education programs, in addition to the early childhood services provided by **Even Start**. This rate is slightly lower than national statistics for preschool enrollment. The U.S.

Department of Health & Human Services reports that 53% all of three- and four-year-olds were enrolled in early childhood education programs in 1999. The national statistic includes child-care, but the **Even Start** statistic does not. Last year, 80% of **Even Start** preschoolers were enrolled in additional early childhood programs.

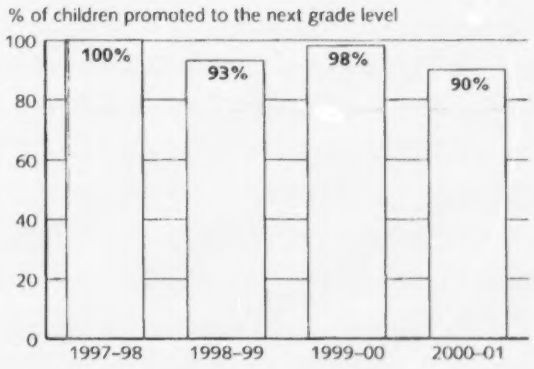
Primary-grade (K–3) children: Public school attendance, one predictor of school achievement, increased this year as compared to last year for children in **Even Start**. Ninety-five percent of children in the primary grades attended school 80% or more of the time. Last year, 87% of **Even Start** children's attendance was 80% or more. The previous year's rate was 75% (Refer to Chart 3).

Chart 3: Even Start Children's School Attendance



This year, 90% of **Even Start** children in the primary grades (K–3) were promoted to the next grade-level. This statistic has remained high over the past four years, always 90% or above (See Chart 4). In contrast, the U.S. Department of Health and Human Services reports that in 1991, 79% of children whose mothers had not completed high school were promoted to the next

Chart 4: Even Start Children Promoted to the Next Grade



grade level. Educators around the state expected that schools might retain more children as a result of the provisions of the Colorado Basic Literacy Act being enacted, but an increased retention rate has not been reflected with the children participating in **Even Start**.

Even Start personnel identified those children in their programs who had Individual Literacy Plans (ILPs). The public schools are required to facilitate development of these plans for children who are not reading at grade level. Thirty-three percent of all primary-grade children in **Even Start** had ILPs, compared to last year when 20% had ILPs.

Children whose families participate in **Even Start** are automatically eligible for Title I services through their schools. Typically, these services include support in reading and math. Many of the elementary schools that Colorado **Even Start** children attend have schoolwide Title I programs; such a designation means that individual children are not categorized as needing support services. Instead, all children in the school receive the benefit of Title I funds (e.g., Title I funds may be used to hire additional teachers for classrooms,

to provide professional development, and/or to provide additional resources and materials).

The other method for providing Title I services in a school is referred to as targeted assistance. With this method, children are identified as needing additional support, and services are provided only to eligible children. Of the **Even Start** children attending targeted-assistance schools this year, five children did not need Title I services. Last year, 14 (16% of all children eligible for Title I) were *not* identified as needing Title I services. The previous year, 26 children (20% of those eligible) and in 1997–98, 21 children (29% of those eligible) did not need to access Title I. This steady decrease in numbers most likely reflects the increasing numbers of schools that serve children using the schoolwide model, which does not categorize individual children as being in need of Title I support.

For the first time this year, data were gathered on how many of the primary-grade children were performing at or above grade level, or demonstrated one year's growth in literacy skills within one year. Results show that 75% of children belonged in this category. In a related statistic from a national study of high-quality family literacy programs, 90% of **Even Start** children were at the average level or above in reading (Hayes, 1999).

What parenting goals did Even Start participants meet?

Referring to PACT in the elementary school classrooms when parents support their children's learning: "When this works, it works better than any other aspect of the program."

In response to the development of a state performance measure related to parenting, programs

assessed parenting skills this year. Parenting skills varied according to the age of the child. Attainment of parenting goals was determined by staff observation. When referring to these goals, "sustained" means that the skill was in evidence for six months or more.

Parents with infants (birth to 18 months) demonstrated skills in four areas. Eighty percent of parents showed a sustained use of simple verbal stimulation, frequent eye contact, and responsiveness to children's cues and language attempts. Eighty percent also participated in sustained, frequent playing with, talking to, and singing to infants, as well as frequent use of children's names. A smaller percentage of parents, 73%, demonstrated an understanding of appropriate expectations of their children's language, social, emotional, and motor skills. The highest percentage of parents, 83%, provided their infants with sustained exposure to board, cloth, and vinyl books.

With parents of toddlers and preschoolers, staff members identified skills in five areas. Seventy-four percent of parents demonstrated sustained participation in frequent and complex verbal interactions (e.g., asking open-ended questions, listening, and participating in imaginative play). Seventy-five percent of parents showed sustained participation in active, shared reading of a variety of high-quality books. Likewise, 75% of parents provided simple art materials (e.g., crayons, large paper, and markers) for exploring and manipulating. Sustained, regular interactions related to a child's interests were demonstrated by 76% of parents. Sustained, regular interactions related to numeracy (e.g., counting songs, rhymes, sorting games, puzzles) were evidenced by 72% of parents.

Parents of children in the primary grades (kindergarten to 3rd grade) provided evidence of skills related to their children's success in school. Sixty-four percent of parents demonstrated sustained help with their children's homework. Sustained involvement with a child's school was shown by 65% of parents. Sixty-nine percent, the most parents in this category, demonstrated sustained, active participation in shared reading of a variety of high-quality books. Fifty percent of parents showed an understanding and ability to support their children in meeting Colorado's academic standards in reading, writing and math. The lowest number, twenty-eight percent of parents, demonstrated an understanding of the Colorado Student Assessment Program (CSAP), including an ability to interpret their children's scores. Finally, of the parents with children who had Individual Literacy Plans (due to reading below grade level), 60% actively participated in the home-reading programs outlined in the ILPs.

The **Even Start** data on parenting skills can be compared to interview data from 12 parents who participated in the Colorado Springs **Even Start** program. In-depth interviews revealed that 100% of the parents had learned the importance of early childhood development activities, especially related to reading. The parents interviewed for this longitudinal study described ways they had implemented activities with their children, including reading aloud to them, helping with homework, and having frequent contact with their school teachers (Kraetzer, 2001). In this report of all Colorado **Even Start** programs, it is notable that the most observed skills for parents of infants and primary-grade children, as described above, were related to reading books.

What self-sufficiency gains did Even Start families make?

"When parents get good jobs, they often put their academic needs on hold because the jobs pay well."

Self-sufficiency, as used in this report, is defined as decreased dependence on social services (e.g., welfare) and increased independence, demonstrated mainly through gaining employment. Self-sufficiency gains made by families are viewed as steps toward breaking the intergenerational cycle of poverty.

The percentage of **Even Start** parents who have improved their employment status increased for three years in a row, prior to this year. Last year, 40% of the parents enrolled in **Even Start** bettered their employment circumstances. Forty-two percent of the parents (almost 100 adults) who were unemployed when they enrolled in the program obtained part or full-time employment during the year.

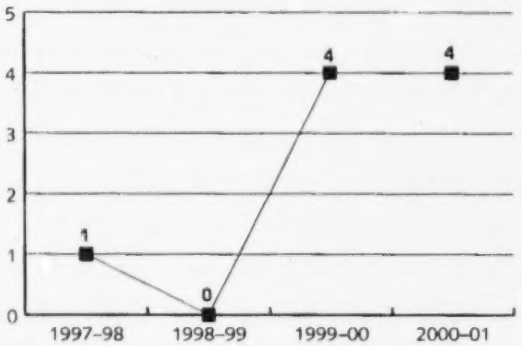
This year, fewer parents were employed prior to entering the program (28%) when compared to last year (44%). Also this year, fewer parents showed improvements in employment. Thirty-one percent of the unemployed parents obtained employment during the year. Of the parents with jobs, 44% improved their employment status (e.g., obtained a raise or promotion, or accepted a different job with better benefits). Of all the parents served, 34% bettered their employment circumstances this year, as compared to 40% last year.

Another characteristic of employment identified by **Even Start** programs is improvement in job status, including receiving a promotion, raise, or a different job with more desirable working conditions. This year, 12% of the adults enrolled in **Even Start** improved their employment status. Last year, 16% of adults improved their status. In 1998–99, 12% improved.

In a related statistic, 28% of adults receiving Temporary Assistance to Needy Families (TANF) payments either reduced or stopped their welfare benefits. Last year, a higher percentage, 41%, reduced or stopped their benefits. Although **Even Start** supports families in decreasing welfare dependency, this movement is most likely attributable to welfare reform requirements that limit the time families may receive welfare payments. This year, fewer families are affected by these laws as the welfare rolls decrease in the state.

Even Start parents made other self-sufficiency gains this year. Four children were returned to **Even Start** families from foster placement. Likewise, last year four children were returned. In the previous two years combined, one child was returned from foster placement (Refer to Chart 5).

Chart 5: Even Start Children Returned from Out-of-Home Placement



Fifteen percent of families served this year made improvements in their housing. Forty-seven percent of parents increased their participation in the community (e.g., regularly used the library, voted, obtained driver's licenses, or accessed other community services). Three parents became U.S. citizens. Eighty-seven parents, or 22%, followed a budget for a period of six months or longer.

Cost–Benefit Analysis

As **Even Start** families improve their education and workplace skills, they often become less dependent on other social and educational services such as public assistance. Such changes may be viewed as beneficial in and of themselves,

because families are more self-sufficient and have more choices. These changes can also be seen as beneficial to society from an economic viewpoint: as families decrease their use of services, tax dollars are saved; as parents increase their level of employment, tax revenues increase.

Part of the decreased use of public services is unrelated to **Even Start**. For example, welfare reform laws have limited the time most families may receive public assistance. And, in some cases, a decreased dependency on services is not a positive change for families as when, for instance, a family stops receiving public assistance, and parents subsequently do not earn enough money to meet their family's basic needs. Similarly, employment is not always a positive change for families. For example, the mother of a newborn baby may want to care for her child rather than work and pay someone else to care for the child.

The tax savings and increased tax revenues outlined in this section are presented based on the premise that, the majority of the time, decreased dependence on public services and increased self-sufficiency through employment are benefits for families.

What was the cost of serving Even Start families for 2000–2001?

During 2000–2001, the Colorado Department of Education disbursed $937,872 to eleven community collaborations for funding **Even Start** programs, $178,000 less than they received last year. The reduced amount reflects the age of the programs. As programs mature, their federal allocations decrease with the expectation that more local monies will be used to provide services. Local program coordinators typically combine **Even Start** monies with other funds and in-kind donations to support their efforts. Program funding is awarded based on the proposed services, not on the actual number of families served.

This year the average cost of serving an **Even Start** family in Colorado, based on the federal **Even Start** allocation, was $2,411. In 1999–2000, the average cost was $3,057. The national average, in 1997–1998, was $2,689 per family (Tao et al., 1998). The average cost per family this year was below the national average of three years ago and almost $650 per family below last year's cost.

What family changes resulted in tax-dollar savings through reduced dependence on educational and social services?

Several changes in **Even Start** families result in direct savings of tax dollars: a reduction or cessation of welfare payments, the return of children to their parents from foster care, and the decrease in the number of children needing Title I support through their schools (targeted assistance schools only).

During 2000–2001, eight **Even Start** families stopped receiving public assistance. The average TANF (Temporary Assistance to Needy Families) payment to a Colorado family in 2001 was $426 per month,* resulting in an annual savings of $40,896 for eight families. An additional eleven **Even Start** families reduced the amount of public assistance they were receiving this year. Last year twenty families stopped receiving TANF payments, and the year before nine families stopped receiving assistance.

Four **Even Start** children returned to their families from foster placement. The average cost of out-of-home placement in Colorado during fiscal year 2001 was $1084 per month per child.* The return of these children provided an annual savings of $52,000.

Of the **Even Start** children eligible for Title I services in non-schoolwide programs (targeted-assistance schools), five children did not have to receive such services this year. The approximate cost of providing Title I services to each child in Colorado during the 2000–2001 school year was $1,000.** Not having to provide Title I services resulted in a savings of $5,000.

There are other potential savings associated with Colorado **Even Start** families that are less obvious. For example, 66% of teen-age **Even Start** parents enrolled in high school stayed in school during the past academic year. Although it cannot be said that these teens remained in school because of **Even Start**, services they received through **Even Start** (e.g., parenting support and education, and early childhood education for their children) did assist them in staying in high school. Students who drop out of high school are three times as likely to slip into poverty as adults, compared to students who graduate (Kids-Count in Colorado!, 2001).

Another potential savings associated with Colorado **Even Start** families relates to student retention. **Even Start** provides educational support to children from birth through the primary grades (K–3). **Even Start** also assists parents in helping their children in school. Such services support at-risk children in achieving high standards, meeting grade-level expectations, and being passed onto the next grade. Retention costs can be estimated from the average annual per-pupil educational cost. This expense in Colorado was $5,371 for 2000–2001 (the average amount a district spends on operational costs to educate one student, not including transportation).** Consequently, this amount of money was saved for each child who was passed on to the next grade.

Finally, there are potential savings with public assistance for **Even Start** families. **Even Start** parents receive educational services such as assistance in passing the GED exam and with English instruction. They also receive help with job-related skills such as computer literacy, workplace literacy, writing resumes, and seeking employment. Such support can assist people in eliminating the need for public assistance. It can also reduce the likelihood that families will ever begin receiving assistance in the first place. For each family remaining off public assistance (TANF), there is an estimated savings of $5,112 per year.

To create a conservative estimate of tax savings, all of the potential savings described in the previous three paragraphs will not be used. Only savings tied to documented outcomes (e.g., families who are no longer receiving TANF payments)

* Statistic provided by the Colorado Department of Human Services

** Statistic provided by the Colorado Department of Education

will be calculated. Savings from **Even Start** participants no longer receiving public assistance, and not requiring foster placement or Title I services, add up to almost $98,000 this year. See Table 1 for figures on how these savings accumulate over several years based on the assumption that families will not need these services in the future.

Table 1: Tax Benefits as a Result of Even Start Family Changes in 2000–2001

	Year 1	Year 3	Year 5	Year 7
TANF Savings	$40,896	$122,688	$204,480	$286,272
Foster Care Savings	52,000	156,000	260,000	364,000
Educational Savings	5,000	15,000	25,000	35,000
Tax Revenues	133,960	401,880	669,800	937,720
TOTALS	**$231,856**	**$695,568**	**$1,159,280**	**$1,622,992**

What family changes in employment resulted in increased tax revenues?

There are other financial benefits associated with Colorado **Even Start** families related to their employment and subsequent tax revenues. **Even Start** programs assist parents in obtaining jobs through education, job-skills training, and support for enrolling in vocational training programs and higher education. When parents become employed, they begin to pay taxes. In an estimate based on minimum wage earnings with full-time employment, Lance (1998) calculates that the combined contribution of employer and employee to FICA taxes would be $1,576 annually (no income tax would be due on a minimum wage salary). Multiplying the tax revenue by the 85 parents who obtained employment this year results in increased revenue of $133,960 for a single year.

Table 1 provides a compilation of the tax savings and increased tax revenues brought about by this year's **Even Start** families over a seven-year period. The combined savings and revenue for this year add up to a total of $231,856, or 25% of the 2000–2001 federal **Even Start** allocation for local programs. This figure is similar to last year's statistic: at that time the combined savings and revenue equaled 24% of the program allocation. The previous year the savings was 19% of the expenditure.

Table 2 illustrates how the tax benefits from Table 1 compare to the cost of providing **Even Start** services. After five years, the tax benefits, which were conservatively assessed, become greater than the cost of providing the program for a single year.

Table 2: Net Gain of Tax Benefits and Even Start Costs After 5 and 7 Years

	Year 5	Year 7
Tax Benefits for 2000–2001	$1,159,280	$1,622,992
Program Costs for 2000–2001	937,872	937,872
NET GAIN	**$221,408**	**$685,120**

Conclusion

This year, some family gains were less than those of the previous year. For example, families attended **Even Start** program activities at a lower rate than last year, but at a rate similar to the year before that. Likewise, fewer parents enrolled in education programs after passing the GED exam this year as compared to last year. But, in actual

numbers, more parents enrolled this year than in 1997–1998 and in 1998–1999. Also, the employment rate of parents increased for a consecutive three years, prior to this year when the rate dropped. Of the family outcomes identified for this report, none has shown a steady decrease over the past four years.

There are several possible factors that address why **Even Start** families were not as "productive" this year as compared to last year. One factor could simply be differences in the families served. For some outcomes, a factor could be a more complicated result of welfare reform. Families who have already stopped receiving TANF benefits may have been more prepared to attain **Even Start** family gains than families who continued to receive benefits. In other words, as some of the longer-term effects of the welfare reform laws are evidenced, those families no longer on public assistance have joined the working class and are less likely to access **Even Start** because of work commitments. At the same time, families still on welfare may be less prepared to make progress as defined by **Even Start**.

Steps Toward the Future

The Colorado Family Literacy Consortium, funded through an **Even Start** Family Literacy State Initiative Grant, has provided valuable leadership for the state. As described previously, the Consortium has developed state performances measures for family literacy, and provided training and opportunities for collaborations with other agencies and programs. Initiative Grant funding will end in 2002.

It is recommended that the Colorado Family Literacy Consortium, in conjunction with the Center for At-Risk Education (CARE) at the Colorado Department of Education, continue its leadership and seek additional funding in order to provide ongoing training and technical assistance. Efforts should be made to enhance key collaborations with Colorado Works (TANF), Head Start, the Governor's Office, and Migrant Education Even Start. Use of the ***Colorado Family Literacy State Performance Measures*** by all family literacy programs in Colorado should be encouraged.

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APPENDIX A

COLORADO EVEN START
2000 - 2001 PROGRESS REPORT
DATA COLLECTION FORM

In addition to completing this report, please **enclose your ESPIRS summary report**. **This data is due on July 31, 2001.**

Program name: _____

What was the average number of hours of service **per month** offered to participating families in each of the following component areas during 2000-01?

Program Components	**Average hours of service per month** (provided directly by your program)	**Average hours of service per month** (provided by collaborators)
Adult education		
Parent support		
Parent & child interactive literacy activities (PACT)	NOT ASSESSED DUE TO VARIATION IN INTERPRETATION	NOT ASSESSED DUE TO VARIATION IN INTERPRETATION
Early childhood education (ECE)		

How many weeks of services were offered through your program over the past year (July 1, 2000 to June 30, 2001)? **513**

How has your program collaborated with the school district(s) serving Even Start children (check all that apply)?

11 Coordination with Title 1 program (please describe)
_____
_____

9 Participation with school staff in implementing Individual Literacy Plans for primary-grade children reading below grade level
_____
_____

10 Other
_____
_____

Definitions:

- **Parents are adult members of families participating in all four program components of Even Start.**
- **The first column in each of the following data tables is for participants who have received 30 hours of Even Start services divided equally among the four components. The second column in the data tables is for parents who have completed at least 100 hours of adult education and families who have completed at least 300 hours of program services in all four component areas. Thus, the participants counted in column two are a subset of those counted in column one.**
- **Sustained means for six months or more.**
- **The achievement of parenting goals is based on staff assessment.**

ADULT EDUCATION

	Parents who received 30 hours of services (including at least 7 hours each of adult education, parenting, PACT & ECE)	**Parents who received 100 hours of adult education**
Total number of parents served during 2000-01	**402**	**148**
Total number of parents who met their adult education goal identified in their family education plan	**291**	**117**
Total number of parents who worked on their English skills	**257**	**100**
Total number of teen parents served	**51**	**22**
Total number of parents who worked toward passing the GED exam	**113**	**46**
Total number of parents eligible for education beyond high school	**87**	**47**

Indicate how many *English Language Learners* met these goals in 2000-01
(in each column that applies, count each parent only once under the highest level attained):

Instructional Levels for English as a Second Language*	**Parents who received 30 hours of services**	**Parents who received 100 hours of adult education**
Completed Low Beginning ESL	**72**	**33**
Completed High Beginning ESL	**19**	**9**
Completed Low Intermediate ESL	**23**	**14**
Completed High Intermediate ESL	**27**	**16**
Completed Advanced ESL/Bridged to academic (ABE) instruction in English	**20**	**13**

Colorado Placement and Instructional Levels for ESL

Colorado Levels	Oral BEST Score	Student Performance Level (SPL)
Low Beginning	0-15	0-1
High Beginning	16-28	2
Low Intermediate	29-41	3
High Intermediate	42-57	4,5
Advanced/Bridge to Academics	58+	6+

Indicate how many *teen parents enrolled in high school* met these goals in 2000-01:

Teen Parents	**Parents who received 30 hours of services**	**Parents who received 100 hours of high school coursework**
Stayed in high school for the entire school year	**21**	**21**
Were seniors or eligible for graduation	**14**	**13**
Earned a diploma	**13**	**13**

Indicate how many English-speaking *parents who worked toward passing the GED exam* met these goals in 2000-01 (in each column that applies, count each parent only once under the highest level attained):

Instructional Levels for Adult Basic Education (ABE) & General Education Development (GED)*	**Parents who received 30 hours of services**	**Parents who received 100 hours of adult education**
Completed Beginning ABE Literacy	**5**	**3**
Completed Beginning Basic Education	**6**	**3**
Completed Low Intermediate Basic Education	**11**	**6**
Completed High Intermediate Basic Education	**9**	**6**
Completed Low Adult Secondary (GED)	**4**	**0**
Completed High Adult Secondary (GED)	**13**	**6**
Began taking GED subtests	**54**	**12**
Passed the GED exam	**54**	**25**

**Colorado Placement and Instructional Levels for ABE & GED/AHS (Alternative High School)*

Colorado Levels	CASAS Score	TABE Score/ Grade level	Student Performance Level (SPL)
Beginning ABE Literacy	200 and below	0-1.9	1
Beginning Basic Education	201-210	2-3.9	2,3
Low Intermediate Basic Education	211-220	4-5.9	4,5
High Intermediate Basic Education	221-235	6-8.9	6,7,8
Low Adult Secondary (GED/AHS)	236-245	9-10.9	9,10
High Adult Secondary (GED/AHS)	246+	11-12.9	11,12

Indicate how many *parents eligible for education beyond high school* (parents who earned a high school diploma or passed the GED exam) **met these goals in 2000-01**:

	Parents who received 30 hours of services	**Parents who received 100 hours of adult education**
Enrolled in higher education	**29**	**19**
Enrolled in skills/occupational-specific training program	**20**	**8**
Completed job readiness training	**30**	**8**
Completed a semester of coursework in higher education	**17**	**13**
Other:	**27** — computer classes	**15** — computer classes

EARLY CHILDHOOD EDUCATION

	Children of families who received 30 hours of services (including at least 7 hours each of adult education, parenting, PACT & ECE)	**Children of families who received 300 hours of services** (in all components)
Total number of infants/toddlers (birth to 2.9 years) served	219	89
Total number of preschoolers (3 years to kindergarten entry) served	204	71
Total number of children in the primary grades (kindergarten to 3rd grade) served	97	50

Indicate the number of children who met these goals in 2000-01:

Infants & Toddlers	**Children of families who received 30 hours of services**	**Children of families who received 300 hours of services**
Infants/toddlers functioning at age-appropriate levels of development	195	86

Preschoolers	**Children of families who received 30 hours of services**	**Children of families who received 300 hours of services**
Preschoolers enrolled in a center-based early childhood program (in addition to Even Start)	92	52
Preschoolers functioning at age-appropriate levels of development, **or** Preschoolers demonstrating 1 year's growth in reading readiness within 1 year	148	61

Primary-Grade Children	**Children of families who received 30 hours of services**	**Children of families who received 300 hours of services**	**Children of families who received 300 hours of services and attended school 90% of the year**
Performed at or above grade level **or;** Demonstrated 1 year's growth in literacy skills within 1 year	68	44	28
Placed on an Individual Literacy Plan	30	18	
Attended public school 70-79% of the year			
Attended public school 80-89% of the year	41	19	
Attended public school 90% or more	51	48	
Promoted to the next grade level (Does district promote all children? _____)	87	50	
Removed from special education	1	1	
Did not receive Title I services (for eligible children attending Targeted Assistance schools)	5	2	

PARENTING

	Families who received 30 hours of services (including at least 7 hours each of adult education, parenting, PACT & ECE)	**Families who received 300 hours of services** (in all components)
Total number of families served during 2000-01	**389**	**139**
Total number of families served with infants (birth to 18 months)	**142**	**43**
Total number of families served with toddlers and preschoolers (18 months to kindergarten entry)	**257**	**91**
Total number of families served with primary-grade children (kindergarten to 3rd grade)	**117**	**52**
Total number of families who met their parenting goal identified in their family education plan (these are self-determined goals and need not match the goals listed below)	**294**	**132**

Indicate the number of families who met these parenting goals in 2000-2001:

Families w/ infants (birth to 18 months)	**Families who received 30 hours of services**	**Families who received 300 hours of services**
Sustained use of simple verbal stimulation, frequent eye contact, responsiveness to child's cues and language attempts	**113**	**40**
Sustained frequent playing with, talking to, singing to, and use of infant's name	**113**	**40**
Demonstrated understanding of appropriate expectations of child's language, social, emotional and motor skills	**104**	**38**
Sustained exposure to board, cloth and vinyl books	**118**	**41**
Other:		

Families with toddlers and preschoolers (18 months to kindergarten entry)	**Families who received 30 hours of services**	**Families who received 300 hours of services**
Sustained participation in frequent and complex verbal interactions (asking open-ended questions, listening, participation in imaginative play)	**191**	**73**
Sustained participation in active, shared reading of a variety of high quality books	**194**	**78**
Sustained, regular interactions related to child's interests and abilities	**196**	**76**
Sustained provision of simple art materials (crayons, markers, large paper) for exploring and manipulating	**192**	**74**

Families with toddlers and preschoolers (continued) (18 months to kindergarten entry)	**Families who received 30 hours of services**	**Families who received 300 hours of services**
Sustained, regular interactions related to numeracy (counting songs, rhymes & books, sorting games, puzzles)	**184**	**72**
Other:		

Families with primary-grade children (kindergarten to 3rd grade)	**Families who received 30 hours of services**	**Families who received 300 hours of services**
Sustained homework help	**75**	**36**
Sustained school involvement	**76**	**39**
Sustained, active participation in home reading program outlined in child's Individual Literacy Plan	**18**	**11**
Sustained participation in active, shared reading of a variety of high quality books	**81**	**28**
Demonstrated understanding and ability to support child in meeting Colorado academic standards in reading, writing and math	**58**	**28**
Demonstrated understanding of the Colorado Student Assessment Program (CSAP), including ability to interpret child's score	**33**	**18**
Other:		

SELF-SUFFICIENCY

	Parents who received 30 hours of services (including at least 7 hours each of adult education, parenting, PACT & ECE)	**Parents who received 300 hours of services** (in all components)
Total number of parents who met their self-sufficiency goals identified in their family education plan (these are self-determined goals and need not match the goals listed below)	**274**	**111**
Attended 60-69% of program activities	**65**	**13**
Attended 70-79% of program activities	**94**	**27**
Attended 80% or more of program activities	**179**	**80**
Total number of parents employed prior to this program year	**110**	**49**
Total number of parents receiving Temporary Assistance to Needy Families (TANF)	**67**	**22**
Total number of parents receiving other forms of public assistance		

Indicate the number of parents who met these self-sufficiency goals during 2000-2001:

Self-sufficiency goals	Parents who received 30 hours of services	Parents who received 300 hours of services
Obtained and held a job for six months	85	42
Improved employment status (obtained a raise, promotion, different job with better benefits)	48	30
Secured improved housing	57	31
Reduced TANF assistance	11	5
Stopped TANF assistance	4	4
Stopped other forms of public assistance (please specify _____)		
Had children returned to parents from foster placement	4	4
Sustained increase in community participation (regularly used the library, voted, obtained a driver's license, accessed other community services)	185	122
Obtained citizenship	3	2
Followed a budget for six months	87	63
Other:		

APPENDIX B

Colorado Family Literacy
State Performance Measures
2000 – 2001 Outcomes

Goal 1: Program staff will provide high quality, well-integrated services designed to meet the needs of participating families in their community.

Performance Indicator	Resources/Definitions
1.1 One hundred percent of programs will provide the following four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families: • Parent literacy training that leads to economic self-sufficiency (**Adult Education**); • Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children (**Parenting Support**); • Interactive literacy activities between parents and their children (**Parent and Child Together [PACT] Time**); and • An age-appropriate education to prepare children for success in school and life experiences (**Early Childhood Education**). **Outcome for 2000-01: 100% of programs provided four components of service**	Program staff are personnel employed by a family literacy program to coordinate or provide the required four components of service, as defined by the **National Center for Family Literacy (http://www.famlit.org)**. The **Literacy Involves Families Together [Lift] Act of 2000**, enacted by Public Law 106-554, amends Section 14101 of the Elementary and Secondary Education Act [ESEA] of 1965 to include a common definition of "family literacy services" for all ESEA programs, including Title I. **Guide to Quality: Even Start Family Literacy Programs**, prepared by RMC Research Corporation, identifies quality indicators for effective Even Start programs, including a self-review for staff development and program improvement. The **Colorado Quality Standards for Early Childhood Care and Education Services**, developed by the Colorado Department of Education (CDE), is a planning document which assists programs in providing quality services for children from birth through eight years of age.
1.2 One hundred percent of programs will offer year-round services. **Outcome for 2000-01: The average number of weeks of services offered by programs was 42**	
1.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level. **Outcome for 2000-01: 92% of programs coordinated with Title I and 75% of programs participated with school staff in implementing ILPs**	The Colorado Basic Literacy Act (H.B. 96-1139) requires schools to develop **Individual Learning Plans (ILPs)** for children who are reading below grade level. **Implementing The Colorado Basic Literacy Act** is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at **http://www.cde.state.co.us/cdeassess/download/pdf/asimp_cbla.pdf**).

Goal 2: The literacy of participating parents will improve.

Performance Indicator	Resources/Definitions
2.1 After 100 hours of adult participation in the program, 50% of parents will achieve education goals as outlined in their family education plan. **Adult Education Goals** • Adult English Language Learner advancement to the next instructional level • Adult Basic Education Student advancement to the next instructional level • Earning of a high school diploma or general equivalency diploma (GED) • Earning of a Colorado Certificate of Accomplishment by completing an Adult Learner Assessment Notebook • Enrollment in a skills/occupational-specific training program • Completion of a semester of course work at an institution of higher education **Outcome for 2000-01: 79% of parents met their adult education goal** (N=148)	100 hours of participation in adult education classes are obtained after approximately 4 months of regular attendance (Time varies depending upon program design). Adult English Language Learner instructional levels, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on **Oral BEST** scores are as follows: • Low Beginning • High Beginning • Low Intermediate • High Intermediate • Advanced/Bridge to Academics Adult Basic Education and GED instructional levels, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on **CASAS** or **TABE** scores are as follows: • Beginning ABE Literacy • Beginning Basic Education • Low Intermediate Basic Education • High Intermediate Basic Education • Low Adult Secondary (GED) • High Adult Secondary (GED). Colorado Certificates of Accomplishment are earned by English Language Learners and Adult Basic Education Students through the completion of an Adult Learner Assessment Notebook, administered by the CDE Office of Adult Education and Family Literacy.

Goal 3: Participating parents will foster their children's literacy development and success in school.

Performance Indicator	Resources/Definitions
3.1 After 300 hours of family participation in the program, 50% of parents will achieve parenting goals according to their family education plans, as measured by informal assessments or self-assessment.	300 hours of participation are obtained after approximately one year of regular attendance in a family literacy program.
Goals for parents with primary-grade children (kindergarten through grade 3) • Sustained homework assistance • Sustained school involvement through participation in parent-teacher conferences, classroom PACT activities, and/or school volunteer work • Sustained, active participation in the home reading plan outlined in child's Individual Literacy Plan, or regular reading with child • Demonstration of an understanding and ability to support child in meeting the Colorado academic content standards in reading, writing, and math • Demonstration of an understanding of the Colorado Student Assessment Program (CSAP), including interpreting child's scores	A sustained goal requires the behavior to be maintained for a minimum of six months. **Colorado K-12 Academic Standards for Reading and Writing & Suggested Grade Level Expectations** provides guidance to schools and parents regarding the content that students should study and master in order to become fluent and effective readers, writers, and speakers (available on the CDE website at **http://www.cde.state.co.us/index_stnd.htm**).
Goals for parents with toddlers (18 months to 3 years of age) and preschool children (3 to 5 years of age) • Sustained participation in frequent and complex verbal interactions, including asking meaningful open-ended questions, being an attentive listener, and participating in imaginative play • Sustained participation in active, shared reading of a variety of high-quality books • Sustained, regular interactions related to child's interests and abilities • Sustained provision of simple art materials such as crayons, markers, and large paper for exploring and manipulating • Sustained, regular interactions related to numeracy	**Building Blocks to Colorado's Content Standards: Reading and Writing** offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at **http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf**). **Colorado K-12 Academic Standards for Mathematics & Suggested Grade Level Expectations** provides guidance to schools and parents regarding the content that students should study and master in order to develop mathematical literacy (available on the CDE website at **http://www.cde.state.co.us/index_stnd.htm**).
Goals for parents with infants (birth to 18 months of age) • Sustained provision of simple verbal stimulation, frequent eye contact, and responsiveness to child's cues and language attempts • Sustained, frequent playing with, talking to, singing to, and use of infant's name • Demonstrated understanding of appropriate expectations of child's language, social, emotional and motor skills	**Building Blocks to Colorado's Content Standards: Mathematics** offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at **http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf**).
Outcome for 2000-01: 95% of parents achieved their parenting goal (N=139)	

3

Goal 4: Participating children will demonstrate success in school.

Performance Indicator	Resources/Definitions
4.1 After 300 hours of family participation in the program and 90% school attendance, 75% of primary-grade children will be reading at grade level and will not be placed on Individual Literacy Plans; or primary-grade children will demonstrate one year's growth in literacy skills within one year as measured by age-appropriate assessment instruments. **Outcome for 2000-01: 85% of children in the primary grades, with 90% attendance, were reading at grade level** (N=27)	An **Individual Literacy Plan (ILP)** must be developed for any child not reading at grade level. A plan indicates a child's reading strengths and weaknesses and identifies activities to help improve her/his reading skills, including a home reading plan. **Implementing The Colorado Basic Literacy Act** is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at **http://www.cde.state.co.us/cdeassess/download/pdf/asimp_cbla.pdf**)
4.2 After 300 hours of family participation in the program, 75% of preschool-age children will be functioning at age-appropnate levels of development; or preschoolers will demonstrate one year's growth in reading readiness skills within one year as measured by age-appropriate assessment instruments. **Outcome for 2000-01: 86% of preschool-age children were functioning at age-appropriate levels of development** (N=71)	**Building Blocks to Colorado's Content Standards: Reading & Writing** and **Building Blocks to Colorado's Content Standards: Mathematics** are guides for parents and teachers that reference early childhood education to Colorado's K–12 Content Standards. They support understanding of early childhood foundational skills and describe appropriate teaching strategies (available on the CDE website at **http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf** and at **http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf**).
4.3 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time. **Outcome for 2000-01: 54% of primary grade children attended school 90% of the time** (N=50)	
4.4 After 300 hours of family participation in the program, 90% of primary-grade children will be promoted to the next grade level. **Outcome for 2000-01: 100% of children were promoted to the next grade** (N=50)	

Goal 5: Participating families will become more self-sufficient.

Performance Indicator	Resources/Definitions
5.1 After 300 hours of family participation in the program, 50% of parents will achieve self-sufficiency goals according to their family education plan. **Self-sufficiency Goals** ❑ Obtaining and holding a job for six months ❑ Improving employment status ❑ Securing improved housing ❑ Remaining in one residence for one school year ❑ Reducing or stopping the receipt of public assistance ❑ Returning children from foster placement ❑ Sustaining an increase in community participation ❑ Following a budget for six months **Outcome for 2000-01: 81% of families achieved their self-sufficiency goal** (N=139)	Improved employment status includes obtaining a raise, a promotion, or a different job with better hours, wages, or working conditions. Sustained increase in community participation includes any of the following: ◆ Registering to vote and/or voting ◆ Regularly using the public library ◆ Obtaining a driver's license ◆ Entering a branch of the armed services ◆ Obtaining U.S. citizenship.

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APPENDIX C

COLORADO EVEN START
Directory

Colorado Springs
El Paso County Centers for Family Learning
Debbie Butkus, *Family Literacy Specialist*

Commerce City
Region II Migrant Education
Marie Guinet, *Even Start Coordinator*

Cortez
Pinon Project Family Centers
Virginia Howey, *Executive Program Director*

Custer County (Westcliffe)
Custer County Even Start
Susan Nordyke, *Program Coordinator*

Denver
Quigg Newton/Focus Points Even Start Family Literacy Program
Adriann Wycoff, *Family Literacy Director*

Denver
Southwest Family Centers
Shannon Bills, *Even Start Coordinator*

Durango
Southern Ute Community Action Programs
Libby Culver, *Even Start Coordinator*

Roaring Fork Valley (Glenwood Springs and Rifle)
Roaring Fork Valley Even Start Program
Lee-ann Short, *Program Coordinator*

San Luis Valley (Alamosa, Monte Vista, and San Luis)
San Luis Valley Even Start Program/La Llave
Robin Leist, *Program Coordinator*

Trinidad
Trinidad State Junior College Even Start
Victoria Fernandez, *Program Manager*

Windsor
Weld County School District RE-4 Even Start
Mary Ann Klismet, *Early Childhood Programs Coordinator*

cde

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